

School: St Stephens Community Academy	
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Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date:
INTRODUCTION / AIMS <p>Our Pre-School Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. Each key text and linked provision are included in the curriculum for very specific reasons and we want to ensure that all children leaving Pre-School are ready to continue the next stage of the EYFS curriculum. Each learning focus does not last a specific amount of time but is based on the children's learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.</p> <p>This ambitious Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, group teaching, investigations and exploration. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.</p> <p>Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.</p>	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme/Possible Themes/Interests/Lines of Enquiry	Community and Inheritance (Who Am I?) Starting Pre-School Rules and routines All about me, families, homes Feelings and emotions Celebrations, Bonfire Night, Remembrance Day, Harvest, Diwali Christmas		Innovation and Sources (Isn't It Amazing?) Growth and decay Plants and flowers Keeping fit and healthy Animals and minibeasts Life cycles St Pirans day Easter Seasonal changes – Winter/Spring		Trade and Exploration (Would You Rather?) Comparing places- Under the sea, Space Seasonal changes – Spring/Summer People who help us Exciting changes Look how far we have come	

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		Seasonal Changes – Autumn/Winter		
Key Texts	Fiction	'Owl Babies' 'We're Going on a Bear Hunt' 'Come on Daisy' 'The little red hen' 'Pumpkin Soup' 'Hug' 'Where's Spot' 'A very special night'	'Jaspers Beanstalk' 'The tiny seed' 'Supertato' 'The Very Hungry Caterpillar' 'The butterfly' 'Oliver's Vegetables' 'The very lazy ladybird'	'Rosie's Walk' 'Handa's Surprise' 'Lost and Found' 'The smartest giant in town' 'Old shell new shell'
	Non-fiction	The Nativity Story	'Flip flap body book' 'Caterpillar Butterfly' 'Caterpillar and Bean: A Science Storybook about Growing'	'You Choose' 'You Choose- Space' 'Eye wonder-Space' 'Jobs people do'
CLL <ul style="list-style-type: none"> Listening, Attention and Understanding Speaking 		<p>We aim to become... Confident Communicators who can listen carefully, hold a conversation with friends and adults, ask and understand 'why' questions and form sentences of up to 6 words using a wide vocabulary.</p> <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> Listen attentively to class stories and remember much of what happens. Be able to pay attention to more than one thing at a time e.g listen to an instruction/announcement whilst engaged in play or learning. Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Make comments about what they have heard in adult and child led activities. Understand and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth interactions with their teacher and peers. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences. Know familiar stories and rhymes, join in with repeated refrains, talk about familiar stories. Sing a large selection of songs and rhymes, sing to self and make up songs during play. Participate in small group discussions with adult support. Start a conversation with their peers or teacher, adjust the conversation as new topics arise. Use a wide range of vocabulary during play and in conversations. Use vocabulary from key stories and rhymes in child led play. 		

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	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Understand and develop social phrases. Engage in story times.	Articulate thoughts and ideas using sentences. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talking tins/ easi-speak mics	Describe events in some detail. Use talk to organise themselves and their play. Explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell stories using the pictures to support understanding. Use new vocabulary in different contexts.	
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.					
	Phonological awareness	Activities will be planned weekly and delivered daily according to child's level of development.					
	Busy Learning	Practice using new vocabulary in a language rich environment, practitioners will model an extensive vocabulary and facilitate back and forth interactions. develop social phrases, engage in conversation with friends and adults, explain ideas and thoughts, engage in and talk about books, retell stories.					
	Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs. Be familiar with the Pie-Corbett reading spine nursery collection and The Julia Donaldson collection.					
	Possible Enhancements:						
	Bread making/tasting Nativity Story box with Mother Alison Launceston library visiting pre-school weekly		Toothbrush Club Visit Class F to use mud kitchen. Launceston library visiting pre-school weekly Grow and care for caterpillars		Sport's Day Visit Class F for a story. Launceston library visiting pre-school weekly		
	PSED	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.					
		<ul style="list-style-type: none">Building RelationshipsManaging Self	We aim to become... Independent Individuals who has become increasingly independent and can make good choices about food, drink, exercise and toothbrushing. And Fantastic Friends who can be kind, caring and helpful and enjoy pretend play with a group of children and manage to share in cooperative games.				

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<ul style="list-style-type: none"> Self-Regulation 	<p>St Stephens 3 School Rules:</p> <p>Rule 1- Follow instructions with thought and care</p> <p>Rule 2 - Show good manners at all times</p> <p>Rule 3- Care for everyone and everything</p>		
	<p>Self Regulation:</p> <ul style="list-style-type: none"> Take into considerations the feeling of others e.g. comforts a peer when they are hurt or upset. Know and accept consequences for some behaviours of themselves and is able to tolerate and manage feelings when their wishes cannot be met e.g. accepting and managing the disappointment felt when accessing a wanted resource that isn't available or being used by another. Follow and listen to what the adults says even when engaged in another activity e.g. stopping an activity and listening to an adult when asked. Awareness of behavioural expectations and follows routines – e.g. sitting during circle time, lining up, tidying up. 		
	<p>Managing Self:</p> <ul style="list-style-type: none"> Independently select resources and activities, be willing to try new activities, showing, independence and perseverance e.g. shows confidence in selecting resources and persevering to achieve the chosen activity when difficulties arise – trying again and rebuilding a tower that collapses. Is increasingly confident to share with others their own needs, interests' opinions in a familiar group. Show an understanding for the need for boundaries and why they are important e.g. to keep themselves and others safe. Follows the rules and expectations. Become increasingly independent with toileting and handwashing needs as well as other aspects of self care e.g. follows the handwashing sequence and washes hands after the toilet, put on and remove own coat and shoes, understands the importance of healthy food. Shows a good understanding of the importance of healthy food choices and exercise, can recognise the effects of physical activity on their body. 		
	<p>Building Relationships:</p> <ul style="list-style-type: none"> Plays cooperatively and develops turn taking skills during play and learning. Comes into Pre-School independently and confidently leave parents/carers. Form positive attachments with known adults and friendships with peers. Show awareness to their own and to others' needs e.g. listening to others ideas and adapting to keep play going. 		
	See themselves as a valuable individual.	Develop resilience and perseverance in the face of challenge.	Talk to others to resolve conflict
	Develop respectful relationships.	Be aware of and talk about their own feelings socially and emotionally.	Manage their own needs.
	Express their own feelings and consider the feelings of others.		

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	<p>Relationships:</p> <p>Children’s own family and family life. Looking at children’s differences and preferences. Making friends with other children. Exploring feelings and emotions Empathizing with characters from the story. How do they feel?</p>	<p>Health and Wellbeing:</p> <p>Physical health and mental wellbeing – healthy living, healthy eating. Growing and changing – life cycles The importance of oral hygiene</p>	<p>Living in the Wider World:</p> <p>Talk about feelings of other characters. Remember presents and things they did on their birthday. Recall achievements and changes in our own lives. ‘How far have I come?’ ‘What do I want to be when I grow up?’</p>
	Daily Routines	Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules to be ready, safe and respectful.	
	Busy Learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour, play co-operatively, take turns and share resources, be mindful of others	
	Story Time	Experience, explore and talk about positive relationships, feelings and emotion.	
Physical Development <ul style="list-style-type: none">Gross MotorFine Motor	<p>We aim to become...Amazing Athletes who can move in a variety of ways during play and use a variety of equipment appropriately. And Talented Tool Users who can safely experiment with one handed tools such as scissors, tweezers, screwdrivers and knives.</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none">Pedal a trike with control and stop on command.Throw an object e.g. rubber quoit, large ball, over a 1 metre distance.Run, hop and jump safely on different surfaces.Climb stairs and apparatus using alternate feet.Use large muscle movements to wave flags and streamers. <p>Fine Motor Skills:</p> <ul style="list-style-type: none">Hold a pencil comfortably and with good control to make marks, letters and words.Uses scissors to snip paper and card using straight and curvy lines.Uses a knife to butter toast and cut fruit.Uses a hammer to place nails into soft items (such as a pumpkin).Uses a jug to pour water or milk into a cup.Uses a variety of paintbrush sizes.		

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	<ul style="list-style-type: none">• Use cutlery appropriately.• Drink from a one handled cup without spilling.					
	Develop the skills they need to manage the day successfully: lining up, mealtimes, personal care routines.	Through structured fun fit, P.E activities and through continuous provision, develop muscle strength to facilitate rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Develop a range of ball skills including throwing, catching and kicking. Develop confidence when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and toothbrushing.	Combine different movements. Develop pencil grip to aid comfort and control. Use large equipment to create simple assault courses with peers.	Confidently and safely use a range of equipment both alone and in a group.
	Wake and shake/ dough disco	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Funky fingers	Weekly fine motor activities to develop hand strength.				
	Snack time	Prepare fruit and crackers independently, pour drinks from a jug, understand about healthy eating. Use cutlery and drink from a one handled cup independently.				
	Busy learning	Develop fundamental movement skills, develop strength, balance and co-ordination. Develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills.				
	Yoga	Develop strength, balance and co-ordination.				
Literacy <ul style="list-style-type: none">▪ Word Reading▪ Writing	Phonological awareness activities are planned weekly and delivered in groups according to stage of development. RWI sessions learning set one sounds are delivered alongside this during the summer term.					
	<p>We aim to become...Brilliant Bookworms who enjoy looking at books, listening to stories and engaging in conversations about the stories they have heard. And Wow Writers who can show control in their mark making and are able to write some letters accurately.</p> <p>Comprehension:</p> <ul style="list-style-type: none">• Engage in conversations about stories and characters, using new vocabulary.• Listen carefully and consider what might happen next when being read to.• Use their knowledge and vocabulary encountered from stories in their play e.g. using characters and events in their role play, performing rhymes and stories. <p>Word Reading:</p>					

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	<ul style="list-style-type: none"> • Know most of the RWI set one sounds. • Understand segmented words and be able to blend them. • Recognise initial sounds in words <p>Writing:</p> <ul style="list-style-type: none"> • Use the correct formation (RWI rhymes) to form some letters that can be identified by others. • Develop their phonological knowledge awareness to spot and suggest rhymes, count syllables in words and recognise initial sounds. • Use their print and letter knowledge in early writing e.g writing a shopping list, naming their work or writing 'm' for mummy. 	
	Busy Learning	Use mark making opportunities throughout continuous provision to develop skills e.g shopping lists, taking a register, making labels. Practice using new vocabulary in a language rich environment, practitioners will model an extensive vocabulary and facilitate back and forth interactions.
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds.
	Story/Song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes and songs.
Maths <ul style="list-style-type: none"> ▪ Number ▪ Numerical patterns ▪ Shape and Space 	<p>We aim to become...Masters of Maths who is confident counting up to 5 and likes to represent numbers using marks, symbols or fingers.</p> <p>Number: To be competent to use the maths rich continuous provision and adult led teaching to demonstrate an understanding of numbers to 5, including the composition of each number by;</p> <p>Counting</p> <ul style="list-style-type: none"> • Enjoy reciting numbers from 0 to 10 (and beyond) and back from 5 to 0. Learning, singing and using in role play and reciting number rhymes. • Be confident in putting numerals in order - 0 to 5 (ordinality). • Say one number for each item up to five using one to one correspondence. • Show 'finger numbers' up to 5 using the 'grow and show' method. • Experiment with symbols and marks to represent numbers as well as using numerals. <p>Cardinality</p> <ul style="list-style-type: none"> • Be able to subitise up to 3 objects. Using opportunities of amounts in the environment outside and inside as well as maths resources including 10 frames, counters and rekenrek. • Matching the numeral with a group of items to show how many there are (up to 5). • Understand that the last number reached when counting a set of objects tells you how many there are in total. • 	

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	<p>Composition</p> <ul style="list-style-type: none"> Be aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. In practical activities, begin to be able to explore and work out mathematical problems e.g 'We have 4 children at the snack table but only 2 plates, how many more do we need?' <p>Numerical Patterns:</p> <ul style="list-style-type: none"> Use concrete objects to extend and create ABAB patterns e.g leaf stick leaf stick, notice mistakes in the pattern and make changes as needed. Begin to describe a sequence of events using words such as 'first' and 'then'. <p>Shape, space and measure:</p> <ul style="list-style-type: none"> When arranging shapes, select appropriate shapes for the task at hand e.g a triangle as a roof Use mathematical language to describe shapes e.g straight, curved, corners, sides, flat, round. Use and understand positional language e.g 'line up behind.....' 'Put the toy next to the box'. Discuss familiar routes and describe them using words like 'in front of' 'behind'. <p>Comparison</p> <ul style="list-style-type: none"> Use the vocabulary: 'more than', 'less than', 'fewer', 'the same as', when discussing amounts and numbers and when estimating a number of things, showing understanding of relative size. 	
	Daily Routines	Self Registration (10 frame), time table, book voting, counting children and adults.
	Busy Learning	Practise taught skills. Use and apply taught skills in real life situations, number lines and resources available across all areas of provision.
	Story/Song Time	Counting songs and number stories.
<p>Understanding the World</p> <ul style="list-style-type: none"> Past and present People, Culture and Community. The natural world 	<p>We aim to become...Exceptional Explorers who can show respect and care for the natural environment and all living things.</p> <p>Past and present:</p> <ul style="list-style-type: none"> Talking and commenting on images and books that show familiar past events and discuss the similarities and differences based on their experiences. Using class texts to explore past and present e.g. pirates, castles and characters. <p>People, culture and communities:</p> <ul style="list-style-type: none"> Show an interest in different occupations, talk about occupations that friends and family do, what do you aspire to do in the future? Where would you live? Have a sense of their own life story and family history. Know that are different countries in the world, talk about the differences that they have seen in photos or experienced firsthand, develop a positive attitude Be able to about the differences in people, their beliefs and ways of life. <p>The Natural Word:</p>	

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	<ul style="list-style-type: none">Be curious to explore the natural world and use their senses to investigate hands on experiences including natural processes e.g. ice melting, changing of the seasons, growth and decay, life cycles. Talk about natural materials, how are they different, notice changes as they occur.Understand how to care for the natural environment.Join in with discussions comparing the features of our immediate environment with those of others (local, national and the world) by drawing on first hand experiences, information from books, videos and pictures.Be curious about how things work.					
	Harvest Me, my family and my home To engage with age appropriate software	Bonfire Night Remembrance Day Diwali/Advent/Christmas Seasonal changes – Autumn Walk Explore light and colour Use talking tins/ easi-speak mics	Chinese New Year Seasonal changes - Winter Explore changing states of matter Science experiments- What might happen next? Use of technology in Pre-school	St. Piran’s Day Mothering Sunday Easter Seasonal changes – Spring Explore sinking and floating Use Beebots – moving from A-B (Shape mat)	Growing – Plants and seeds Explore materials and textures Seasonal changes - Spring Different occupations	Seasonal changes - Summer Compare and contrast environments - under the sea, space Explore magnets Explore balance Compare times – looking at differences in houses, clothes, transport, toys
	Busy Learning/Play Projects	Learn and practise new vocabulary, create small world environments, draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, engage in different scientific experiments.				
	Circle time and story time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
	Wild tribe	Learn and practise new skills and vocabulary, explore the natural world around them, describe what they can see, hear and feel when outside. Show care and concern for the natural world.				
Expressive Arts and Design <ul style="list-style-type: none">Creating with Materials	<p>We aim to become... Proud Performers who enjoy singing well known songs and can create their own, sometimes using movement to express themselves. And Dynamic Designers who can choose the materials and resources to make their creations and express their ideas.</p> <p>Creating with Materials:</p>					

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<ul style="list-style-type: none"> Being Imaginative and Expressive 	<ul style="list-style-type: none"> Explore and be confident to use a range of materials, developing ideas of how to use them and what to make. Think about the best way to join materials e.g. tape, different sorts of glue? Experiment with colour mixing to produce different colours. Independently use scissors or tools to shape materials. Draw with increasing detail, adding features and expressions and emotions to drawings. Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do <p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> Know and join in with a collection of songs, rhymes, make up simple songs. Introduces a narrative to their play. Drawing on experiences and stories. Joining in and acting out experiences with others. Keeping play going and considering others. Use props and materials (loose parts that can symbolise different things) to role play characters and situations. 					
	Printing – fingers, potatoes and stampers Paint – Large brushes Malleable materials – use rolling pins and cutters Use Crayons and coloured pencils Junk modelling Move body to the sound of music	Using clay- Diva lamps Experiment with paint techniques to make firework pictures Malleable materials – roll and shape by hand Use a selection of materials and resources to make seasonal crafts Explore the sounds of percussion instruments	Malleable materials adding small loose parts to embellish models and creations Move body in response to different music Using puppets in pretend play	Paint- Colour mixing Explore textures and materials. Create using collage techniques. Dance with ribbons Self portraits	Observational drawings of flowers- Pencils and paints Keep to a simple rhythm using an instrument or body percussion. Paint- Fine brushes Create bug houses using found objects.	Paint- Using natural objects and colours Perform songs and play instruments using the garden stage.
	Role-Play- Learn and practise new vocabulary, create small world environments, adjust role-play area in line with child's interests					
	Story time- Engage in familiar songs and stories that can be used during play with peers.					

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Busy learning- Learn and practise new vocabulary, create small world environments, explore a range of media and materials and use them independently.